**Hester -7th Grade Science**

**Unit - Adaptations**

**Objectives** –

We will review for the CAS

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| **Blooms**  **Evaluating**: can the student justify a stand or decision? |
| **Analyzing**: can the student distinguish between the different parts? |
| **Applying**: can the student use the information in a new way? |
| **Understanding:** can the student explain ideas or concepts? |
| **Remembering:** can the student recall or remember the information? |

**Materials/Resources Needed: The worksheet**

**Anticipatory Set - Students will get out pencil and Paper**  
**Objective/Purpose - to tie together evertything we have done to this point**  
**Prior Knowledge- TEKS up to this point  
  
Model On the board**  
**Check for Understanding I will walk around and check as well as ask the student s questions**  
**Guided Practice** I will provide an example

**Closure** – Encourage them to study for their exam

**Independent Practice** Study for their CAS

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |